

Program Information	<i>Prepositions – in, on, at with home vocabulary</i>			Liz Gage	Project Learn Summit County	
	<i>Grammar and Vocabulary</i>			NRS EFL(s) : 1-2	1.5 Hours	
Instruction	<u>ESOL Standards</u>					
	Receptive		Productive		Interactive	
	1. Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	1.1.1 2.1.1	3. Speak and write about level-appropriate complex literary and informational texts and topics.		2. Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.	
	6. Analyze and critique the arguments of others orally and in writing.		4. Construct level-appropriate oral and written claims and support them with reasoning and evidence.		5. Conduct research and evaluate and communicate findings to answer questions or solve problems.	
	7. Adapt language choices to purpose, task, and audience when speaking and writing.		7. Adapt language choices to purpose, task, and audience when speaking and writing.			
	8. Determine the meaning of words and phrases in oral presentations and literary and informational text.	1.8.1 2.8.1	9. Create clear and coherent level-appropriate speech and text.	1.9.1 2.9.1		
			10. Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.	2.10.1		
	<u>CAREER COMPONENTS</u> <input type="checkbox"/> Individual Education, Career, and Life Plans <input type="checkbox"/> Ongoing Assessment and Learning <input type="checkbox"/> Career Advising <input type="checkbox"/> Instruction and Job Training Services			<u>DIGITAL LITERACY</u> <input type="checkbox"/> Basic Computer Skills <input type="checkbox"/> Internet and Communications <input type="checkbox"/> Productivity Software <input type="checkbox"/> Information Literacy		

<p>LEARNER OUTCOME(S)</p> <ul style="list-style-type: none"> • 1.8.1 & 2.8.1; 2.10.1: Recognize the meaning of prepositions, words and expressions • 1.1.1 & 2.1.1: Identify key vocabulary words from pictures. • 1.9.1 & 2.9.1: Communicate the understanding of vocabulary with simple sentences or pictures. 	<p>ASSESSMENT TOOLS/METHODS</p> <ul style="list-style-type: none"> • Online Kahoot • Teacher observation • Writing samples • Class Presentation - Pictionary
<p>LEARNER PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> • Basic grasp of the English language • Prior knowledge of vocabulary in their home language 	
<p>INSTRUCTIONAL ACTIVITIES</p> <ul style="list-style-type: none"> • Warm Up Conversation Question (10 mins) – What is in your pocket or purse right now? • In, On and At (15 mins) – Introduce prepositions of time and place along with how to use them general (in) to very specific (at). Break prepositions into two groups: Time and Place. Create sentences for each group and preposition. Example: time – World War II ended in 1945, on September 2, at 2:41pm. Example: place – Marian grew up in France, on Fleur St., at 1219 Fleur St. • Practice (15 mins) – Write 5-10 sentences with the preposition (in, on, at) missing. Have students select the correct preposition for each sentence. Ask them why they chose each preposition and how it aligns with the general to specific and time and place rule. • Advanced Practice (15 mins) – Have students create their own 5-10 sentences for each preposition (in, on, at). Have them use them in both time and place. • Home Vocabulary (20 mins) – Introduce home vocabulary through pictures on a presentation or through a Kahoot. Incorporate materials used around the house that would often need repaired or used in repairs. 	<p>RESOURCES</p> <ul style="list-style-type: none"> • In, On, At chart – https://7esl.com/prepositions-of-time-and-place • Home Vocabulary Kahoot - https://play.kahoot.it/v2/?quizId=facc6117-7762-44e5-97be-07859dcf48b0

	<ul style="list-style-type: none"> Pictionary (30 mins) – Give each student a home vocabulary word or have them choose their own. Each student draws their vocab word while other students practice guessing what the picture is. Have them spell the vocabulary word after each play. After one round, then give a student a sentence with home vocabulary and a preposition. They then must draw the sentence and students must guess the full sentence with the correct preposition. Example: The vase is on the table. 	
	<p>DIFFERENTIATION</p> <ul style="list-style-type: none"> Content can be varied to challenge all levels. Group work activity and an opportunity to share with the class. 	
Reflection	<p>TEACHER REFLECTION/LESSON EVALUATION</p> <ul style="list-style-type: none"> How engaging was the lesson? Did students seem to be interested? Did students grasp the concept? Were students uncomfortable talking and presenting in front of the class? Did encouragement and praise help with uncertainties while practicing the language in writing, speaking and reading? 	
	<p>ADDITIONAL INFORMATION</p>	